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ABSTRACT

Designed to inform professionals about how a child behaves when not in school, the Parent Inventory of Child Development in Nonschool Environments assesses the affective behavior (including activity level, adaptability, distractability, moodiness, sociability and persistence) and the fine motor, gross motor, communication skills, and cognitive skills of children from birth to 24 months, 24 months to 36 months, 36 months to 48 months, and 48 months to 60 months. Also assessed at each of the age levels are children's self-help skills. In answering questions such as "Does your child calm down when you comfort him?" parents choose from these responses: "My child does this consistently," "My child is starting to do this," "My child does not do this," "I would like doing this to be a goal for my child," or "I'm not sure why this is important for my child to do." Directions suggest that many persons may be involved in answering the questions, including family members, babysitter, daycare teacher, next door neighbor, and/or friend. Parents are instructed to complete the section assessing affective behavior and select the age-related section that best matches their child's level of functioning. (RH)

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PARENT INVENTORY OF CHILD DEVELOPMENT IN NONSCHOOL ENVIRONMENTS

by

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Madison Metropolitan School District
Early Childhood Program
Active Decision-making by Parents Grant

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(working copy)

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In order to develop the best program for your child, professionals need to know how a child behaves when he is not in school. Behavior at home, at the babysitter's house, at the grocery store, at the laundromat, etc., is as important, if not more so, for deciding goals to work on as behavior at school. The easiest way for professionals to find out information on this behavior is to have the person(s) who are most knowledgeable in these areas supply the information. Thus, you as the parent of a young child are being asked to complete the attached instrument.

The first section of the instrument is labeled Affective Behavior. It is to be completed by everyone filling out the instrument. Later sections are broken down by ages such that you will not have to fill out all the sections and questions. These age break downs are:

Age of Dependence	-	Birth to 24 Months
Age of Exploring	-	24 to 36 Months
Age of Beginning Independence	-	36 to 48 Months
Age of Independence	-	48 to 60 Months

You should fill out the section that best matches where you see your child functioning. If you are not sure, start with the section that precedes your child's current age and then fill out the section that includes his current age. You can start at the beginning of the instrument and go all the way through it if you would like. Some parents find this helpful because it serves as a review of all the skills their children have learned. If you think that an item does not apply to your child, write NA in the first column. If you are not sure whether your child can do the item, give him several chances and then decide your response. If you are still not sure, leave the item blank.

You can involve other people in completing the instrument if you would like. People who might know whether a child can do the items are mom, dad, sister, brother, babysitter, daycare teacher, next door neighbor/friend, grandmother, grandfather, uncle, aunt, etc. Anyone who interacts with your child frequently could be helpful in filling out the instrument.

If you have questions about any item or how to proceed, call _____ at _____. He/she will be glad to help you. We would like you to complete the instrument by _____(date)_____. Thank you in advance for helping us design an excellent program for your child.

Names of person(s) completing instrument: _____ Date: _____

_____

_____

_____

_____

_____

After you have completed the instrument, turn back to this page and give us your impressions.

_____

_____

_____

_____

_____

_____

AFFECT

Affect refers to the way your child does things not what he does. Included in affect are activity level, adaptability, distractability, moodiness, sociability and persistence. Other words often used for affect are temperament or disposition. Examples of affect are how a child behaves when you take him shopping or to a friend's house, how a child behaves when you add a new routine in his life such as staying with a babysitter or in the bowling alley nursery, or how a child behaves when you have friends or relatives come to your house. In each of these situations there are behaviors that are OK, and in a different situation these behaviors are not OK. For example, talking in a loud voice is OK outside, but not OK inside; asking for a snack is OK at home, but not OK at a neighbor's house.

Affect influences how easy it is to take your child places, introduce new experiences and live a calm life at home. Affect is also important because it determines how close to or how much like a normal child your child appears to others.

AFFECT

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	calm down when you comfort him					
2.	show a consistent sleeping pattern					
3.	show a consistent eating pattern					
4.	make it easy to figure out what is bothering him when he fusses					
5.	get irritable more times during the day than you think he should					
6.	cry and fuss for periods of time that you think seem typical for a child his age (that is, does not cry for long periods of time)					
7.	get upset as frequently as you think is typical for a child his age (that is, does not cry and fuss too frequently)					
8.	get upset easily as is typical for a child his age (that is, does not cry and fuss more easily that he should)					
9.	cry and fuss as loudly as you think is typical for a child his age (that is, does not cry and fuss louder than he should)					
10.	seem to generally be in a happy mood					
11.	seem to show as many and as varied moods as a typical child (that is, does not seem to be very moody, changes a lot from happy, to fussy, to serious, to angry, to happy)					
12.	want to be held a reasonable amount of time (that is, does not want to be held all the time)					
13.	require about as much attention as a typical child his age					
14.	try hard to get your attention when left alone					
15.	play well by himself when left alone					
16.	make it easy for you to take him new places, i.e., may fuss some but is no real trouble					

AFFECT

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
16.	respond to you after an appropriate or average amount of stimulation					
17.	show a range of responses in terms of intensity, e.g., sometimes very happy or excitable other times placid and calm					
18.	respond appropriately to loud and/or sudden noises					
19.	show more pleasant behavior during the day than unpleasant behavior					
20.	usually respond positively to new toys					
21.	usually respond positively to new food					
22.	usually respond positively to new people					
23.	usually respond positively to being taken new places					
24.	usually end up liking new toys, food, people, experiences that you introduce even if at first he is not responsive positively					
25.	smile as much as the average child					
26.	explore new places as much as you think he should					
27.	enjoy playing with you					
28.	enjoy cuddling with you when being held					
29.	adapt <u>easily</u> to changes in routine such as relatives coming to visit or taking a trip					
30.	adapt <u>eventually</u> to changes in routine such as relatives coming to visit or taking a trip					
31.	adapt easily to new rules being imposed at home and other places					
32.	make it easy to take him new places by behaving in ways that make him fit in or look like a typical child					

AFFECT

DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
33. adapt as easily as a typical child to changes in plans, e.g., cancelling the trip to the zoo because it is raining					
34. show enthusiasm for mastering a new skill					
35. make dressing an easy task for you					
36. make feeding an easy task for you					
37. make bathing an easy task for you					
38. respond appropriately to car seat, crib or play pen, e.g., fusses a little bit sometimes but eventually settles down					
39. show a typical/average amount of activity, i.e., sometimes active and sometimes quiet					
40. respond appropriately to disapproval, e.g., not too little, not too much					
41. respond appropriately to praise					
42. stop playing with objects when requested					
43. adapt to being removed from situations he should not be in with only a little fuss					
44. display a temperament or personality that is as easy to manage as that of the average or typical child					

AGE OF DEPENDENCE - Birth to 24 Months

This is the time of greatest growth in your child. He/she goes from being dependent on you for food, movement and stimulation to being able to control these things him/herself. By the end of this age, he/she can walk and climb alone; tell you what he/she wants; feed him/herself; and, entertain him/herself for short periods of time. This is a time of self-centeredness and increasing independence. A child of this age is not selfish, rather he/she can only see the world from his/her own view. The world is what he/she can do to it. The world is action and making things happen. The skills developed during this time are the foundation for all later development. The skills learned can be divided into three broad categories. These are interactions, communication and self-help.

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AGE OF DEPENDENCE - INTERACTIONS

Interactions include all the skills children need in order to know how to act with family, friends and other people. Included are skills related to how to use toys and other objects in the environment. If a child learns these skills he/she can play appropriately alone as well as with others. Children need to show the skills included at home, in school and in a wide variety of other places, e.g., grandma's house, the playground, the grocery store and the babysitter's house. Professionals label the skills we have included in interactions as fine motor (fm), gross motor (gm), communication (cm) and cognitive (c) skills. We have included these initials next to the items to let you know how professionals look at them.

AGE OF DEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	raise head up when on his/her stomach					
2.	hold onto a bottle, blanket, rattle or other toy					
3.	place fingers or hand in mouth					
4.	place rattle, toys or blanket in his/her mouth					
5.	look carefully at objects, people as if doing an "inspection" (needs to look for at least five seconds)					
6.	follow toys and people as they move in his/her visual field					
7.	roll from stomach to back					
8.	wave or shake objects in the air or hit them on ground, side of crib or floor					
9.	move toy from one hand to the other					
10.	sit without support					
11.	"clap" or hit two objects together					
12.	let go of object intentionally and watch it fall					
13.	look for an object he/she was interested in if it disappears from sight, e.g., look for a toy that falls out of the crib					
14.	show likes/dislikes for certain people, objects or toys					
15.	respond to the presence of other children by watching them or getting excited					
16.	cry or fuss to let you know that feeding, diapering or attention are wanted					
17.	reach for you and familiar others to be picked up					
18.	"inspect" objects by looking at them and also by turning and twisting them in his/her hands					

AGE OF DEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
19.	take toys apart, e.g., get peg people out of bus, get rings off of stick					
20.	play patty-cake or peek-a-boo or so big or other games					
21.	play imitation games with you, i.e., if you imitate something he/she has done, he/she will do it again					
22.	like to put things in containers and then dump them out, e.g., put blocks, keys, clothespins in a bucket and then take objects out and start again					
23.	push a toy car or push toy, bang on a musical toy, or throw/bounce a ball					
24.	crawl on hands and knees to or after toys or people					
25.	involve two toys in play at the same time, e.g., push one car than another or pretend to give baby a bottle					
26.	play a game of him/her throwing/dropping objects out of reach and indicating that you should get them for him/her					
27.	pull him/herself to standing					
28.	resist having a toy taken away that he/she is playing with					
29.	cry or fuss when he/she does not get his/her own way					
30.	step around furniture while holding on					
31.	stand by him/herself for at least one minute					
32.	demonstrate he/she knows what to do with common toys and clothes, e.g., put hat up to head, pretend to drink from a cup, pretend to read a book or magazine, sweep floor, etc.					
33.	climb on furniture					

AGE OF DEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
34.	walk without help					
35.	show he/she is aware of changes in routine or schedule by getting fussy or non-responsive					
36.	play with objects "on the run"; does not like to sit and play for more than a couple of minutes at a time					
37.	play with lots of different toys; does not stick with one thing					
38.	"get into everything" -- anything he/she can see and reach he/she wants to play with					
39.	climb on chair or stool to reach things					
40.	explore everything, everywhere he/she can reach without being aware of danger					
41.	look at a picture book, holding the book right side up					
42.	turn water faucet on and off					
43.	use a pencil, pen or crayon to scribble					
44.	turn knob to open door					
45.	dress and undress a toy					
46.	remember where familiar things are kept in the house, e.g., go and get baby doll when asked where is your doll					
47.	carry toys around the house with him/her using a basket, bucket or pail as a container					
48.	crumble or tear paper using both hands					
49.	take lids off of containers					
50.	open packages					
51.	carry several toys from one room to another at the same time					

AGE OF DEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
52.	play pretend games, e.g., being a dog and crawling on hands and knees barking					
53.	play games with props, e.g., cowboy with guns, spaceperson with helmet					
54.	offer a toy to an older child or adult					
55.	enjoy having a stuffed animal or special blanket in bed with him/her					
56.	attempt to share toy when told but does not give up the toy he/she "offered"					
57.	enjoy watching other children play					
58.	will play "nicely" next to another child					
59.	play pretend home activity with a doll, e.g., feeding, bathing, or huggies					
60.	like to explore people's faces, e.g., putting fingers in their mouths, pushing on eyes					
61.	take turn with a playmate if you monitor the situation					
62.	come to you for help with toys he can not make work					
63.	display a desire to do things by him /herself that you know he/she can not quite do yet					
64.	tell you no when asked to do things					
65.	display temper tantrums when he/she cannot get his/her own way					
66.	run ahead of you to explore when out-of-doors playing					
67.	want to go in different direction than you specify when out on a walk or shopping					
68.	like to hold your hand when out for a walk					
69.	when out walking stop to inspect things of interest along the way; you need to call his/her attention to something further along to get him/her moving					

AGE OF DEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
70.	resist you helping him/her get from place to place, e.g., does not want to be carried or wants to get out of the car alone					
71.	open and close boxes and jars					
72.	build and knock down a tower made of blocks, boxes or pillows					
73.	use a push-pull toy while walking					
74.	throw a ball overhead in a forward direction					
75.	run					
76.	play with one toy for several minutes before changing to another					
77.	pretend that one object is another in play, e.g., push a box like a car while making a "whoom" sound					
78.	sort objects/toys based on what they do, e.g., all the cars and trucks in one pile and all the doll toys in another					
79.	start mechanical toys by him/herself, e.g., winds up toy radio					
80.	carry out a short play theme, e.g., put blocks in a wagon to a place where he/she is building a house					
81.	tend to "hoard" toys when playing with friends; does not share well					
82.	tell other children which toys are his/her versus theirs					
83.	play "nicely" with two other children except for not wanting to share					
84.	change activities when directed by you with only a little fuss					

AGE OF DEPENDENCE - LANGUAGE COMMUNICATION

Communication includes all the skills necessary for a child to understand the language used by the people around him/her as well as the skills necessary for the child to use language him/herself. Included are skills which would be needed for talking and also for signing or using a picture communication system. Professionals label the skills we have included as communication (cm), cognitive (c) or fine motor (fm). We have included these initials next to the items to let you know how professionals look at them. Sometimes a child will talk more in some situations than others. For example, many children will use more language at home than they will when they first start in a classroom. Often children will "clam up" around strangers or when requested to show that they know a word or phrase. Because of the difficulty in getting children to use their language skills in new environments, input from parents, babysitters, grandparents, etc., as to what the child really can do is very important.

AGE OF DEPENDENCE

-LANGUAGE COMMUNICATION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	turn toward voices and noise					
2.	stop fussing if you talk or sign to him/her					
3.	respond differently to angry, warning and friendly tones of voice					
4.	coo					
5.	cry when hungry or in pain					
6.	stop when you say "no"					
7.	do the gestures to such requests as bye-bye, or how big					
8.	smile or lift arms to be picked up when familiar people talk to him/her					
9.	repeat sound he/she is making if you do so					
10.	laugh aloud					
11.	babble, e.g., make several different sounds in a row					
12.	play pat-a-cake and peek-a-boo					
13.	turn to you when you call his/her name					
14.	make sounds when reaching for a toy					
15.	say several vowel sounds, like ah--ee, together					
16.	cry with a rising-falling intonation					
17.	follow routine requests, such as waving bye-bye, or blowing a kiss					
18.	follow simple commands such as come here					
19.	shake head for "no"					
20.	say "Dada" or Mama"					
21.	go find familiar objects which he/she can not see if you ask him/her to					
22.	repeat sounds you say to him/her if they are familiar					

AGE OF DEPENDENCE

-LANGUAGE COMMUNICATION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
23.	try to repeat sounds you say to him/her even if they are new sounds					
24.	repeat sounds you say to him/her even when they are new					
25.	use long babbled strings					
26.	say hi and bye-bye					
27.	use one to two clear words other than mama, dada, hi and bye-bye					
28.	point to body parts you name, at least, eye, nose, mouth					
29.	point to clothes, at least shoes and pants					
30.	follow more complex directions that include two parts, e.g., get your jacket and come here					
31.	tell you the names of objects/people when you ask					
32.	answer questions you ask him/her often, e.g., what is it time to do before lunch, whose coming home before dad arrives					
33.	know what the word "on" means, e.g., put the cup on the table when told to					
34.	start games with you like pat-a-cake and peek-a-boo					
35.	use gestures or words plus gestures to convey what he/she wants, e.g., take you by the hand into the kitchen and points to the refrigerator					
36.	has a 10 word vocabulary					
37.	name things with which he/she is playing					
38.	use words to get people to do thing for him/her, e.g., come, up					
39.	has approximately a 50 single word vocabulary					
40.	put 2 words together, e.g., mommy come, daddy up					
41.	ask you to tell him the names of things he does not know					

AGE OF DEPENDENCE

-LANGUAGE COMMUNICATION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
42.	tell you what he/she is about to do or is doing in routines, e.g., "go potty now" as walking to bathroom, "no eat" as you set the table for dinner					

AGE OF DEPENDENCE - SELF-HELP

Self-help includes the skills necessary for your child to feed, dress and bathe him/herself. They are the skills that decrease your child's dependence on you and decrease the amount of time you must spend in physical caregiving. Professionals sometimes refer to this as the burden of care because of how tiring performing these activities can be for parents. Skills from gross motor (gm), fine motor (fm) and cognitive (c) are all involved in performing self-help activities. We have indicated next to each item which of these skills are included.

AGE OF DEPENDENCE

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	suck when given nipple					
2.	swallow consistently					
3.	have a consistent feeding schedule					
4.	take cereal from a spoon					
5.	like to be bathed					
6.	sleep through the night					
7.	allow dressing to take place without a fight					
8.	finger feed him/herself a cracker					
9.	hold bottle by him/herself					
10.	drink from a cup if you hold it					
11.	chew lumpy foods enough before swallowing					
12.	go to bed at a set time					
13.	cooperate during diapering by holding up his/her legs and lying still					
14.	pull off booties, socks by him/herself					
15.	try to pull shirt on head					
16.	finger feed pieces of bread, fruit, potatoes independently					
17.	show food likes and dislikes					
18.	use spoon for sticky foods, e.g., pudding or mashed potatoes					
19.	drink from a cup without help as long as only a small amount of liquid is in the cup					

AGE OF DEPENDENCE

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
20.	drink through a straw					
21.	remove coat by him/herself if it is unfastened					
22.	remove shoes and socks independently					
23.	hold up arms for you to put his/her shirt on					
24.	hold out his/her foot for you to put shoe on					
25.	show a consistent wet/dry pattern with toileting					
26.	indicate that he/she is wet or soiled; indicate that he/she wants diaper changed					
27.	try to stay up past bedtime					
28.	cooperate with having face and hands washed					
29.	help with washing him/herself in the bathtub					
30.	go to the bathroom when taken and placed on the toilet or potty chair					
31.	feed him/herself independently with a spoon					
32.	drink from a cup without help even when the cup is half full					
33.	take off shirt and pants by him/herself					
34.	follow a bedtime routine, e.g., being tucked in and kissed goodnight or being read a story					

AGE OF EXPLORING - 24 to 36 Months

This age is one of many changes for the child. Children at the beginning of this (24 months) are very different when compared to the end of this (36 months). It is a time for practicing skills that the child has learned earlier and to become more "grown-up." He/She is now learning when and where to use those skills learned up to this point in time. He/She continues to need help from his/her family, neighbors, and environment to learn how to use all of the skills to interact and communicate in more complex ways. He/She may seem more like a baby at some times and more like an independent child at other times. For example, he/she may want help from others to wash his/her hands or play a game and twenty minutes later he/she wants no help to do those tasks. Sometimes, this makes understanding what he/she wants very difficult for parents. By the end of age, however,the child has mastered many more skills and much language, so that he/she becomes a talker and explainer as well as a doer. He/She accomplished this through using interaction, communication and self-help.

AGE OF EXPLORING - INTERACTIONS

Interactions include skills needed for the child to know how to act with children his age, family, other familiar adults, unfamiliar adults, and how to use objects, materials, and toys in his/her environment. This also includes his/her knowing what to do when he/she is alone, so that he/she can play by himself/herself for periods of time and knowing how to begin interactions and how to respond to others when they begin the interactions. There will be times when these interactions are quiet activities such as reading a book, playing with trucks and cars, or drawing pictures with crayons. There will be times when these interactions are very active, like running and screaming, climbing on the furniture and jumping off or riding his/her bike. You will see change in the amount of time he/she spends in quiet or active play activities, over this year. He/She will spend more time in active play at the beginning of this age (24 months) and more time in quiet play at the end of this age (36 months). Some weeks you will feel there is a balance of the two types and other weeks it will seem more active than quiet and vice versa. The skills areas that help determine what your child is able to do in this area are: fine motor, communication, gross motor and cognitive skills.

AGE OF EXPLORING

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	play familiar family or neighborhood games, like chase or hide and seek when he/she is asked to play					
2.	let you know he/she wants a turn to play a game you are playing					
3.	like to look at new photographs you are showing to a friend					
4.	play by himself/herself for 15 to 20 minutes either in active games (such as running or riding his bike) or quiet games, such as drawing or looking at books					
5.	play 80% of the time near someone, mom, friend, sister, babysitter					
6.	have success drawing lines and circles with a guide to follow					
7.	have success stacking objects, like empty soup cans, pillows, or magazines into a steady structure without any help					
8.	begin play with new toys or materials without first asking for help, e.g., he/she has an idea on how to make new toys or materials work.					
9.	share toys and materials once during a play time when playing with brothers, sisters or friends without being asked to share					
10.	choose to have a quiet activity time at least once during the day, and spend the remainder of his/her day in active play					
11.	make 15 to 20 changes in what he/she is playing with during the day					
12.	ask you to hold his/her hand for help when he/she goes up/down a new set of steps, walks across the opening of self-opening doors at the grocery store, or plays on a new slide at a playground.					
13.	need to ride a new bike or go up/down a new set of steps many times (8-10) before he/she does not want your help					

AGE OF EXPLORING

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
27.	play group games like ring around the rosie or duck-duck goose with other children when dad, babysitter or day care teacher is there to help him/her to remember the rules					
28.	put toys, shoes, clothes and objects away in a familiar place, when he/she is asked					
29.	have a favorite person he/she wants to play with or spend time with					
30.	have enough balance when he/she is walking, running, jumping and climbing to do any active play he wants to					
31.	like stickers and want to put them on his/her body parts or clothing. May put them all on top of each other					
32.	recognize cartoon and T.V. characters everywhere he/she sees them					
33.	want to put his toys or materials in a specific location					
34.	identify his/her own belongings					
35.	identify when someone has a toy or clothing article like his/hers					
36.	defend his/her possessions when someone tries to take them verbally once or twice and if the situation continues he/she will physically defend himself/herself					
37.	repeat jokes like knock-knock jokes he/she has heard and laughs after he/she finishes, which may be the only clue to the listener that it was a joke					
38.	play better with an older child than another 24-36 month old					
39.	want to show his/her art work, building designs, or "work" to others. May say, "Come See" to show you a new toy arrangement					

AGE OF EXPLORING

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
40.	recognize self and other familiar people in pictures					
41.	show emotional responses in his facial expressions					
42.	not like for others to call him/her a baby rather than boy or girl					
43.	show both positive and negative feelings					
44.	act quieter in a new environment than she/he does in a familiar one					

AGE OF EXPLORING - COMMUNICATION

The goal of this area is to assess the child's system of understanding what is said to him, what he has to say, and the system he uses to say that. The skills in this area include those involved in talking, signing, using a picture communication system, and understanding what is meant when adults and peers talk with the child. The skills in these systems include the cognitive, interaction and motor areas of development. During the 2 to 3 year age range, the child may not be learning a lot of new words, but he is putting together the words he knows and making longer and more complicated sentences. They are longer and more complicated from the perspective of what he says, and he understands longer and more complicated sentences that are said to him. He is beginning to use his communication system to be as independent as his motor system has allowed him to be. For example, he will sometimes ask others to get objects for him or to perform specific actions, rather than do them for himself. This does not always happen, as he asks for an object while he is getting it for himself.

AGE OF EXPLORING

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	answer questions that ask where someone or something familiar is located					
2.	talk in two and three word phrases or sentences all of the time					
3.	answer yes or no when asked questions that require a yes/no answer about recent and or familiar events or people					
4.	use the words in, on, under or beside to tell you where someone or something is located					
5.	understand what you ask or tell him/her to do when there are two or three parts involved. For example: carry out the request, "Go to your room, get your shoes, and bring them to me."					
6.	fill in the missing parts of familiar stories or songs that you are reading to him/her or that he/she hears on television					
7.	make a choice when you ask him/her, "Do you want milk or juice?" or "Do you want to watch Sesame Street or Pink Panther?"					
8.	ask friends, parent or babysitter questions beginning with the words "what" or "where." "What are you doing?" "Where is my truck?"					
9.	ask parent, brother or neighbor a question to which the answer is yes or no by saying a statement and raising his/her voice tone on the end of the last word, for example, "I have milk?"					
10.	ask to go to a restaurant or familiar person's house					
11.	use the wrong word on purpose or say a word in the wrong way and then laugh as if telling a joke or teasing, for example, "I eat my shoe" or "put on my boat"					

AGE OF EXPLORING

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
12.	know his/her name and names of familiar people					
13.	use words that do not always match what he/she wants to say, for example, may answer "No" when asked, "Do you want some juice?" and then cry when he/she is not given any					
14.	use the same word or phrase to express time different from the present, for example, he/she may say "today" when asked when he/she went to McDonald's					

AGE OF EXPLORING - SELF-HELP

This area covers the skills involved in the routines of feeding, dressing, bathrooming, and bathing. These routines include component skills of gross motor, fine motor, communication, cognition, and interaction. The two to three year old is learning how to use these skills to finish each routine, but sometimes he/she wants to play during these routines. He/She wants to do them at his own pace and he/she wants to make the choice of when and how to do each routine. Many times he uses his skills during these routines to be independent from what others around him want him to do. He wants to experiment and try combinations of new skills during these routines, such as drinking his juice by dipping from his glass with a spoon.

AGE OF EXPLORING

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	take care of bathrooming needs during the day with help from someone to remind him to go to the bathroom					
2.	need complete help at night to go to the bathroom or may be put in diapers at night					
3.	tell you or familiar person when he needs to go to the bathroom during the day at least two times					
4.	undress himself/herself with little assistance when wearing clothing that does not have fasteners in the back or on the side					
5.	need assistance to undress when he/she has on clothing that has fasteners on the side or in the back					
6.	put articles of clothing on once someone has identified the front from the back for him/her. He/she knows what part of the body the article goes on					
7.	put shoes on before socks or put outside shirt on before his/her undershirt					
8.	want to pick out clothes and shoes to wear and can select from choices when directed to get a shirt. If not directed he/she will not get one of each type of article needed. For example, may pick out underwear but not outside pants					
9.	let only certain or familiar people help him get dressed or undressed					
10.	drink from cup or glass independently					
11.	feed self with spoon independently					
12.	feed self with fork with help putting food on the fork					
13.	have strong preferences for what he/she will eat or drink					
14.	eat all of one item until it is completed before he begins to eat another					

AGE OF EXPLORING

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
15.	wash hands independently, but will play in water or sink while doing so and will not complete the task without a reminder to do so					
16.	need complete assistance to wash his/her face					
17.	hold out arm or leg during his/her bath time to be washed, rinsed or dried, at least 60% of the bath time but does not bathe self independently					
18.	open his/her mouth and stand still while you brush his teeth					
19.	swallow tooth paste and water used during tooth brushing rather than spitting them in the sink					
20.	want to play in water during bath rather than complete bath about 40% of the time					
21.	use a napkin to wipe his/her face while eating					
22.	put a kleenix to his/her nose when he/she has a cold, but does not do an efficient job of cleaning his/her nose					
23.	blow his/her nose when asked to and assisted in the process					
24.	show a decrease in the amount of sleep he/she needs by taking fewer or shorter naps					
25.	have a routine of activities he/she wants to go thru before going to bed					
26.	stay in bed after this routine has been completed					
27.	sometimes ask to sleep with someone else					
28.	ask for food/snack before mealtime					

AGE OF BEGINNING INDEPENDENCE - 36 - 48 Months

A child in this age is becoming more aware of his effect on the environment and is interested in helping with domestic routines of the household. He likes to please and will keep himself within boundaries but needs to know what the boundaries are. He is becoming more aware of others and their feelings. He is beginning to use language to show his feelings and to ask many questions. A child during this age begins to invent people and objects in pretend and imaginative play. He can take care of his daily self care needs with less and less supervision. He can apply what he learned in one situation to another. Children develop these skills through using interaction, communication and self-help behavior.

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AGE OF BEGINNING INDEPENDENCE - INTERACTIONS

Interactions include all the skills children need in order to know how to act with family, friends and other people. Included are skills related to how to use toys and other objects in the environment. If a child learns these skills he/she can play appropriately alone as well as with others. Children need to show the skills included at home, in school and in a wide variety of other places, e.g., grandma's house, the playground, the grocery store and the babysitter's house. Professionals label the skills we have in interactions as fine motor (fm), gross motor (gm), communication (cm) and cognitive (c) skills. We have included these initials next to the items to let you know how professionals look at them.

AGE OF BEGINNING INDEPENDENCE

-INTERACTION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	like "dress-up" play					
2.	put toys away after Mom/Dad suggests it without assistance or supervision					
3.	enjoy having Mom/Dad read to him/her					
4.	tell stories from familiar books					
5.	like stories with nonsense rhymes and funny words					
6.	add "silly" language to stories					
7.	play with blocks e.g., making a tall tower or putting them in a row					
8.	like making projects that require cutting, pasting, taping					
9.	count objects he is playing with up to 5-6					
10.	know that different activities are done during different times of day, e.g., breakfast is morning meal					
11.	understand this is big, this little, this is full, this is empty					
12.	enjoy being with other children					
13.	comment on the actions of his playmates in play (criticize, boss, and show sympathy or comfort to playmates)					
14.	play with other children in group games such as tag, jump-rope without constant watching					
15.	communicate rules of games and what he wants others to do in a game situation					
16.	enjoy pretend and imaginative play and will assign roles to people and objects					
17.	share toys and is more willing to take turns					
18.	ride a tricycle					

AGE OF BEGINNING INDEPENDENCE

-INTERACTION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
19.	choose to do athletic activities, e.g., to run, to climb, to jump, to swing					
20.	throw and catch a ball					
21.	need to have boundaries and rules					
22.	appreciate a sense of humor					
23.	seem aware of "good" and "bad" things, e.g., tell playmates when they are breaking the rules					
24.	like to perform for adults and gain their praise					
25.	go on short errands on same side of street (to neighbor's house)					
26.	need to feel that he/she is in control of the situation, e.g., determining what to eat, wear					
27.	act independent in one situation and in another ask for help with something you know he/she can do					
28.	walk well and run easily					
29.	play outside on same side of street without constantly being watched					
30.	talk about where he is going and can tell you something that will happen once there					
31.	run ahead of you when you are out for a walk or doing errands and not want to hold your hand at street crossings					
32.	pour himself a glass of juice or milk but need help in getting juice or milk container from the refrigerator					
33.	if parents give permission, play in the neighborhood without supervision 1/2 hour at a time					

AGE OF BEGINNING INDEPENDENCE

-INTERACTION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
34.	cross a not busy street with approval that he has made the correct decision					
35.	play table games with Mom/Dad's supervision					
36.	like to climb and hang on jungle gym and swing equipment					
37.	cut on a line with child's scissors					
38.	button large buttons, lace his shoelaces					
39.	especially like being with his/her mother, e.g., going for walks, playing games, helping with house work					

AGE OF BEGINNING INDEPENDENCE - COMMUNICATION

The goal of this area is to assess the child's system of understanding what is said to him, his system for having something to say when someone talks to him, and the system he uses to say it. The skills in this area include those involved in talking, signing, or using a picture communication system, and understanding what is meant when adults and peers talk with him. These sytems include cognitive skills, interaction skills, and motor skills.

AGE OF BEGINNING INDEPENDENCE

-COMMUNICATION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	play simple song games					
2.	use sentences four-six words in length					
3.	use "isn't, can't, won't" within sentences					
4.	ask questions that begin with "when"					
5.	want detailed explanations for things he/she sees					
6.	ask you many questions					
7.	give his/her first and last name, when asked					
8.	make comments which call attention to himself or personal belongings					
9.	answer questions beginning with "whose, who, why, and how many"					
10.	answer correctly when asked if he or she is a boy or girl					
11.	put a toy or pen "in, on, under and beside" a table when asked					
12.	at times stutter or stumble over words					
13.	know the difference between large and small					
14.	use "on" within short phrases					
15.	make comments or make requests in addition to asking questions					
16.	talk on the telephone					
17.	buy something in the store by himself					

AGE OF BEGINNING INDEPENDENCE - SELF-HELP

This area covers skills involved in the activities of feeding, dressing, and bathrooming. These activities include component skills from gross and fine motor, communication, and cognition. At this age your child is able to take care of his daily self care needs with less and less supervision.

AGE OF BEGINNING INDEPENDENCE

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	drink from all drinking utensils independently					
2.	eat most kinds of food					
3.	feed self independently with fork and spoon					
4.	need some assistance when dressing - shoes/socks, determining front/back, button/zipping/snaps/belts					
5.	undress independently					
6.	wipe nose and cover mouth when he/she has a cold, when requested					
7.	independently wash and dry face and hands					
8.	bathe and dry self with frequent assistance					
9.	brush and comb hair with frequent assistance					
10.	brush teeth with assistance					
11.	independently take care of all bathroom needs with occasional accidents day and night					
12.	go to bed easily (might awaken in the middle of the night either with a bad dream or to go to the bathroom					
13.	have a consistent bedroom routine, e.g., put toys away, read a story, kiss goodnight					
14.	get ready for bed with little help					

AGE OF INDEPENDENCE - 5 Years

By this time, most basic skills have been acquired and the child begins perfecting, expanding and specializing them. These skills can be divided into three broad categories, i.e., interactions, communication and self-help.

AGE OF INDEPENDENCE - INTERACTION

This area includes skills needed for the child to know how to act with peers, family and adults and how to use objects, materials and toys in his environment. This, also, includes his knowing what to do when he is alone. The environments covered include people, objects, and situations he would find at school, and at home, in his neighborhood, friends, relatives, or the babysitters. The skills that help determine what your child is able to do in this area are: fine and gross motor, communication and cognition.

AGE OF INDEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	play games like tag, duck-duck goose or drop the hanky where another child is "it" and the others have to do something to either become "it" or avoid being "it" according to the rules of the game					
2.	plan and carry out play activities by him or herself					
3.	when involved in pretend/imaginary play like to plan and include others (brothers, sisters, pets, friends)					
4.	do pretend/imaginary play which does not require any toys or materials to carry it out (pretends to ride a horse in the backyard)					
5.	want to know what an object is made of					
6.	play a variety of board (i.e., Candyland, Checkers)and card or floor games (Old Maid, Go Fish). Doesn't need parent help as he or she knows the rules, can take turns and know who's winning. These games involve matching pictures, designs, counting and colors.					
7.	prefer to choose friends of the same sex					
8.	like to participate and initiate games which require large muscles e.g., hopping, jumping, skipping, riding Hot Wheels or bikes					
9.	show a preference for use of one hand over the other although he/she may occasionally switch, e.g., when cutting with a scissors usually use right hand					
10.	copy a design with chalk, crayons or markers e.g., copy a square, circle, cross					
11.	color within the lines of a coloring book and enjoy brush painting					
12.	like to draw pictures					

AGE OF INDEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
13.	like copying a few words and letters, e.g., his/her name, Mom, Dad, ABC's					
14.	like experimenting with textures,e.g., fingerpaints, play-doh, water, sand, mud, bubble bath.					
15.	carry out play ideas from day to day,e.g., fingerpaints, play-doh, water, sand, mud, bubble bath					
16.	combine a correct sequence of drawing, cutting and pasting to make a project that takes more than 1 day to finish,e.g., a shoebox house					
17.	enjoy building a structure or drawing one,e.g., cover a table with a blanket and call it a house and pretend to eat and sleep inside it, or decorate a box as a car to drive					
18.	enjoy commenting to other children and adults on the colors, shapes or designs of play materials,e.g., point out things in story books					
19.	like to have explanations of fairy tale outcomes and real vs. not real happening e.g., wanting to talk about E.T. being real or non-real					
20.	enjoy imitating grown-up behavior both in language and actions,e.g., "bosses" and uses affectionate phrases with younger brother/sister like parent might do					
21.	enjoy being a helper and pleasing parents, daycare/Sunday school teacher,e.g., run to get ma azine for Dad or pick up crayons for teacher					
22.	seem most comfortable in his/her own home and yard					
23.	like to make a sandwich independently. This includes finding all the needed items, making the sandwich and putting everything back in the cupboard or refrigerator					

AGE OF INDEPENDENCE

-INTERACTIONS-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
24.	like to operate mechanical devices,e.g., television, telephone, can opener, video games					
25.	like taking special trips,e.g., going to swimming pool, movie theater or motel					
26.	enjoy outdoor play with mom and dad, brothers and sister,e.g., take a walk in a park, build a snowman or go sledding					
27.	want explanations for things that are different					
28.	enjoy being read to and given information					
29.	become very quiet, shy and conforming with strangers or a new babysitter					
30.	like to be successful and will only attempt what he/she knows he/she can achieve					
31.	finish a familiar 20-25 piece puzzle					
32.	walk to familiar places,e.g., corner grocery, neighbors' house by self if close by					
33.	cross quiet streets without parent/babysitter assistance					
34.	run errands for parent at corner grocery and use money to buy things with					
35.	cross quiet streets and help younger brothers and sisters or neighborhood children cross also					
36.	with parent permission, play in designated neighborhood area without supervision for 1 hour at a time					
37.	tend to express likes and dislikes for foods which are not plain and simple					
38.	have frightening dreams or worry about monsters in the closet or under the bed					
39.	dress and undress him/herself but like and ask for help to gain attention from parent					

AGE OF INDEPENDENCE - LANGUAGE

The goal of this area is to assess the child's system of understanding what is said to him, his system for having something to say when someone talks to him, and the system he uses to say it. The skills in this area include those involved in talking, signing, or using a picture communication system, and understanding what is meant when adults and peers talk with him. These systems include cognitive skills, interaction skills, and motor skills.

AGE OF INDEPENDENCE

-COMMUNICATION-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	express himself/herself to friends and relatives in more than 5 word sentences					
2.	like to ask lots of questions to find out "how far" (to the store, to Grandma's, etc.) or "how often" (he/she can have a cookie, take a nap)					
3.	use simple logic to predict routine times such as after waking up, we have breakfast or after supper we take a bath					
4.	like to tell the sequence of nursery rhymes, jokes, television programs and movies like E.T.					
5.	when sequencing stories, begin to include the word "and" to connect thoughts together					
6.	enjoy engaging in conversation with adults for up to 30 minutes and use words like "could, would, should" within these sentences					
7.	relate activities and events from the past, e.g., vacations, birthday parties and also know what happened "yesterday."					
8.	anticipate future events (holidays, special trips) and also know what "tomorrow" refers to.					
9.	show knowledge of "how much" and "how long" when questioning such things as the cost of a toy or how long until bedtime					
10.	when playing on a jungle gym set tell when he or she is going "down, through, off, over, near, by and under."					
11.	like to explain the cause of something, e.g., spilled milk simply by using the word "because" and "so."					
12.	like to use "him, her, its and our" instead of using proper names					

AGE OF INDEPENDENCE - SELF-HELP

This area covers skills involved in the activities of feeding, dressing, and bathrooming. These activities include component skills from gross and fine motor, communication, and cognition. All of the skills listed are critical for the child to be independent in these activities by the age of five.

AGE OF INDEPENDENCE

-SELF-HELP-

	DOES YOUR CHILD:	My child does this consistently	My child is starting to do this	My child does not do this	I would like doing this to be a goal for my child	I'm not sure why this is important for my child to do
1.	spread with a knife, e.g., making peanut butter sandwiches					
2.	drink from glasses, soda cans and bottles by him/herself					
3.	generally sample and eat most types of foods					
4.	button and unbutton large buttons on front side of clothing, e.g., on sweaters or blouses					
5.	like to squeeze toothpaste on toothbrush and brush teeth without help					
6.	sometimes need to be reminded but can wipe his/her nose and cover mouth when he/she has a cold					
7.	buckle and unbuckle a belt					
8.	zip front zipper of sweatshirt or coat					
9.	lace shoes and begin trying to tie					
10.	dress and undress without help, except for books, scarves and fasteners					
11.	get up independently in the night to go to the bathroom					
12.	turn on lights and go to parents bedroom when having had nightmare					
13.	like to have bedtime story read					
14.	given a small amount of help,(e.g., regulating water temperature) bathe and dry him/herself					
15.	brush and comb his/her hair with little help from parent					
16.	put on pajamas at bed-time					